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*City Document.—No. 50.*

CITY OF BOSTON.  
REPORT  
OF THE  
ANNUAL EXAMINATIONS  
OF THE  
PUBLIC SCHOOLS.



11.652.



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BOSTON.  
1852.

J. M. EASTBURN, CITY PRINTER.

- *Transcript*

CITY OF BOSTON.

*At a meeting of the Board of  
Schools, held at the City Hall,  
on the 25th day of October, 1852.*

*In School Committee, February 24, 1852.*

Messrs. Eaton, Bates, Tracy, Randall, Fane, Alger, Russell, Clarke, and Simpson, were appointed a Committee to make the Annual Examination of all the Grammar and Writing Schools under the charge of the Board, for the present year.

Attest:

EDWARD CAPEN, *Secretary.*

*In School Committee, October 5th, 1852.*

Mr. Eaton, Chairman of the Committee on the Annual Examinations, presented the Report of said Committee and, on his motion, leave was granted to report in print.

Attest:

EDWARD CAPEN, *Secretary.*

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# R E P O R T .

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The Committee appointed to make the Annual Examination of the Grammar Schools, respectfully submit the following Report:

The method of examination adopted this year was nearly the same as has been pursued for two or three years past. The several schools were assigned to the different members of the Committee, and a particular time appointed for the examination of each school. A printed notice of this arrangement was furnished to every member of the Board, with an invitation to be present at the examinations, and aid the Committee in their duties. Owing to circumstances of an imperative nature, some members of the Committee were unable to perform the work assigned them; but, in general, the attendance of the Committee at the examinations was quite as punctual as in former years, and, in several instances, the Committee were essentially aided by the presence and co-operation of other members of the Board. The Superintendent was also present at the examination of every school, and afforded the Committee very valuable services by his skill and experience in conducting examinations.

The examination, however, was not such as could be desired, and certainly not such as the rules of the Board explicitly require. To examine all the schools, and every class in each school, in all the prescribed studies, in a manner

at all critical or satisfactory, would have required an amount of time and labor quite beyond the disposal of the Committee, how strong soever might have been their desire to perform, to its fullest extent, the duty assigned them. Such, however, are the requirements of the Board, and failing, like all other examiners, in ability to comply with them, it was the endeavor of the Committee to conduct the examination in such a manner as would, under all the circumstances, enable them to form a well grounded opinion of the general scholarship and condition of the several schools, and of the system as a whole.

To have confined their attention wholly or even chiefly to the first classes—to do which there is always a strong temptation—while it would have answered neither the letter nor the spirit of the requirements, would have been quite insufficient for the attainment of the end in view. Not unfrequently, when the class, which has passed its allotted time under the superior drill and instruction of the master, may present to the casual observer the appearance of finish and thorough training, the experienced eye may easily detect, under this seeming excellence, the almost ineradicable evils of previous defective instruction. Of the whole number too, who enter our public schools, and receive there the only instruction they ever get, comparatively few reach the highest classes. To most of the children, therefore, the advantages of the school which they may happen to attend must consist in the excellence of its lower departments, and the quality of the instruction, which is given to the younger classes in our schools, organized as they are, is, in reality, and should be considered, as much a criterion of the healthy condition of the schools, as that which is furnished to those who have at last come under the master's exclusive charge.

The effects of unskilful training in the earlier stages of a pupil's course are not easily effaced by any subse-

quent discipline, however excellent; and, if they ever are removed, it is only at the expense of much time and much labor, and after many hard struggles. The work that should have been done is yet to be performed, burdened with the added but still greater difficulty of undoing much of what has been done; and no school should be pronounced good in which the lower classes are not receiving, in their studies, as accurate and thorough instruction as is looked for in the upper classes; and a master should be esteemed as incompetent to discharge, or if competent, as failing to discharge all the duties of his office, who should suffer the subordinate departments of his school to be conducted inefficiently and unskillfully.

The master's responsibility should be co-extensive with the school; his spirit should pervade and animate the whole; and he should be the master of the *school*, and not simply the teacher of the highest class; though even here, it must be acknowledged, there would be found work enough to tax the most vigorous and active mind, if pupils come under his hand with the accumulated and inwrought defects of successive years of inefficient training, he is obliged to bring up such classes to the required standard, with the disheartening consciousness, the while, that, for the accomplishment of this end, the work is too great and the time too short. But if he has not that energy of character which will enable him to make his influence felt throughout the whole school, imparting to it life and vigor, and producing a healthy and harmonious action in all its parts, so that each class, as it passes from a lower to a higher rank, shall reach each successive grade, fully and thoroughly prepared to go straight on with its prescribed work, though he may be, in one sense, an accomplished teacher, he is yet not competent to perform, to the fullest extent, or even with a reasonable prospect of success, all

the duties which are or should be attached to the office of a master in one of our schools.

Entertaining such views of what should constitute the excellence of a school, the Committee deemed that while, for the purpose of ascertaining the real condition of things, it would be quite as safe to restrict the examination to the lower as to the higher departments, neither course would be most satisfactory to themselves, just to the schools, or conformable to the spirit of the regulations. They endeavored, therefore, to examine as well as they could under the circumstances, different portions of each school, from the lowest to the highest classes, in some one or more of their studies. The several schools also were so distributed among the Committee that each member attended those with which he was the least familiar, while, at the same time, all took notes of whatever, in the character or condition of each school, seemed particularly worthy of observation. From a careful collation of these notes—from the more extended means of comparison afforded by the distribution of the schools—and from the examination itself, the Committee have formed an opinion in relation to the general condition of the schools, which they feel they can express, with a reasonable confidence, as not being hastily formed or ill-founded.

And it is with feelings of more than ordinary satisfaction that the Committee are able to express their confident belief, that the schools of Boston have, during the past year, not only fully maintained their former standing, but furnished abundant evidences of a healthy and substantial progress.

The Committee are the more gratified in being able to make such a statement at this time, from the fact, that representations unfavorable to the schools have been circulated abroad, claiming to be founded on the results of the examination of the candidates applying for admission

to the English High School. With regard to that examination we do not propose to go into any discussion, for the reason that the whole subject will be presented to the Board in the Report of the Committee on that school, but we may be permitted to express our belief, in advance, that when all the circumstances of that examination are fully and fairly explained, it will wear a far more favorable aspect, than that in which it has been presented to the public. But even should it prove that the examination was not, in all respects, what it should have been, it is not to be admitted without far more conclusive evidence, that the Public Schools of the City are, as a whole, deteriorating—that our teachers, as a body, are becoming faithless to the sacred trust reposed in them,—and that our children, for whose education so much of the public treasure is annually and freely expended, are not receiving any adequate return for all this outlay, but are sent forth with only the husks of an education.

How widely different from all this are the results of our examination and observations we have already expressed in general terms, and with a firm belief of their correctness. Nothing, that has since transpired, has in any degree weakened those convictions. At the same time we would not be understood as wishing to gloss over any reproach under which the schools may justly lie. But we would deprecate all sweeping and hasty conclusions as of ultimate, if not of immediate evil tendency. It is no light matter that the confidence of the community in the excellence of their public schools—those institutions which have been so long the objects of their unwearied care, and the pride and boast of the City—should be destroyed or even weakened, without well ascertained facts, and most positive evidence of their inefficiency. That our schools are far from perfection, we readily admit; that they are not, *all*, what they should be we are willing to allow, and that they are still

burdened with many hindrances to progress cannot be denied. But that they are retrograding, or even stationary, we do not believe, after the abundant evidences afforded at the examinations, of healthful activity and progressive energy. On the contrary, we are firmly persuaded that the schools of Boston are now, as much as ever, entitled to the high consideration in which they have hitherto been held.

The Committee have been highly pleased with the excellent state of discipline and instruction generally prevailing in our Schools. In some even of the larger schools of from six to eight hundred pupils, the influence of the master is felt through every department, and the kind feeling and good understanding which exist between the teachers and pupils are most satisfactory. The pupils seem to be thoroughly imbued with a love and respect for their teachers, leading to the cultivation of a spirit of order, good behavior and attention to their studies, worthy of all praise. Severe punishment of any kind is of rare occurrence, and corporal punishment, although wisely permitted by our Rules, is becoming less and less frequent, the moral influence of the teacher superseding the necessity of a resort to those severer means of discipline, which were formerly thought indispensable to school government. Where this good state of discipline exists, it follows almost as a matter of course, that the standard of instruction is proportionably high; and it is accordingly found that the pupils in these schools, have exhibited a proficiency in their studies, and a general intelligence, alike honorable to themselves and their Instructors.

While speaking thus favorably however, of our best schools, and believing that a large proportion of the whole, exhibit a very high degree of merit, we will not disguise the fact, that we have found some to which these remarks do not apply. In a few of the schools,



the state of discipline and instruction is far below that which ought to exist, and which public sentiment justly demands. The schools most deficient in these respects, are not confined to those parts of the City, where from the character of the population, we might have been led to anticipate an inferior degree of excellence. On the contrary, some of our best schools are situated in those localities.

No sufficient reason is apparent, in the nature of things, to which these very marked inequalities may be attributed. The organization of a school, and the arrangements of its rooms, have, no doubt, some influence in determining its character, but nevertheless we have good schools under every form of organization and of internal arrangements, while those which we have found most deficient are not confined to any form. The Committee are, therefore, compelled to believe, that the principal reason for the inequalities referred to, is to be looked for, not in the organization or material of the schools, but in the character and qualifications of those who preside over them. In those schools where the teachers are well qualified for their office, we have invariably found, under all circumstances, the state of discipline and instruction to be good. The contrary is the case, where the teacher, from any cause, fails to obtain the respect and confidence of his pupils, or is deficient in the requisite skill and energy in governing and instructing his school.

To the ability and faithfulness of our teachers generally, the Committee are happy to bear testimony. They believe that to them is mainly to be attributed the present high character of our public schools. We should rather congratulate ourselves that so many have succeeded, than be surprised that some have failed to give entire satisfaction, in a profession which demands such a rare combination of qualities for its successful exercise.

It would be an unnecessary and invidious task to point out individual schools either for praise or censure. It belongs to this Board and to the various Sub-Committees into which it is divided, to be fully informed of the merits and defects of every school under their care. There is no good reason why *all* our schools should not reach the same degree of excellence which some have already attained, and though much progress has been made year by year towards this result, much yet remains to be done, and no effort should be spared on the part of this Committee, both to elevate the character of those schools which are found deficient, and to prevent any from falling below the high standard required by the public sentiment of this community.

Having thus expressed the views we have formed respecting the general character and condition of the schools, we now proceed to make some remarks upon the different studies pursued in them.

The Committee would notice with approbation the general proficiency in Reading in most of the schools. In distinctness of enunciation, proper emphasis, correct intonation, and attention to the sense of the passages read, they find much to praise. In many instances they have found a naturalness and simplicity of expression and a nice appreciation of the sentiment and meaning of the author, which are rarely met with, even among the best adult readers.

In some schools, however, an artificial and somewhat theatrical style of reading was observed, which, if it becomes prevalent, will be fatal to all true improvement in this exercise. In one or two schools of high character in other respects, this exaggeration is even encouraged, and carried so far as to border too nearly upon the conventional tones of the stage. We fear that the method of teaching in this branch is becoming too technical—too

much a matter of direct instruction in tones, cadences and inflections, and in all the machinery of the art, instead of having for its object the cultivation of that true feeling and sentiment, which should endow this mechanism with life.

Good reading is a most delightful accomplishment, and we are glad to see so much attention paid to it in the schools. It is a difficult art to teach, but, as in other arts, its principles are few and simple. To teach the pupil to read distinctly and intelligibly, to develop his voice, and give him full command over it, are, of course, the primary objects to be attained. The early instruction to this end, in most of our schools, appears to be well conducted. The exercises on the elementary sounds of our language, which have been introduced of late years, are doubtless highly useful, and favorable to distinct articulation. There is reason however to fear, that they may be carried to such an excess in some cases as to be injurious to the vocal organs of the younger pupils.

But, while the mechanical difficulties are being surmounted, it should not be forgotten that expression is the aim and end of all instruction in this art. The pupil should begin with a few simple pieces, such as he can fully comprehend, and proceed only very gradually to those of a higher character. As soon as he can read one page with proper expression and correct emphasis, he is in the right way, and if he continues in it, cannot fail of success.

The tone of voice in Reading, or even in Declamation, should not be so far removed from that of ordinary conversation as is usually imagined. There is a monotonous, conventional tone of reading common in almost all schools, so far removed from the natural and simple way in which we are accustomed to express our thoughts and feelings, as to be almost ludicrous when we hear it out of

the school. Our schools are not entirely free from this fault. Ask a pupil a question on some subject in which he is interested, or hear him talk with a companion, and you find no want of animation and expression. He speaks in a perfectly natural tone, adapted to his emotions, with all the cadences and inflexions proper to indicate exactly the meaning he intends to convey. But ask the same boy to read a passage from his text-book, his whole demeanor is changed and he fails to give the proper intonation and emphasis. The difficulty would vanish if he could carry the same life into his reading that he does into his ordinary conversation. He will do this of his own accord, if he has always been taught to direct his attention, first of all, to understand the meaning and true sense of the passage he is reading, instead of having his mind confused by all those complicated technical rules with which our text-books are too much encumbered.

The recitations in Grammar, though generally not affording so much satisfaction as the exercises in Reading, were yet highly commendable. If in this branch of instruction there has not been so much improvement made as could be wished, there certainly has been no deterioration. The action of the Board in confining this study to the two upper classes, it is believed, will prove highly advantageous, as it is one of those studies which, from its very nature, cannot be pursued at too early a stage in the pupil's course, without great danger of his losing more than he can gain. But, whilst we would restrict the text-books of this science to the upper departments, we believe that much most valuable instruction may be given, orally and incidentally, by the teachers of the lower classes, in the simpler and most easily understood principles of Grammar. And we would suggest to teachers of *all* classes the great importance of giving especial and

unremitting attention to the use of grammatical language by the pupils in all their recitations. Of what little practical use or, may we not rather almost say, what a waste of time, is the daily devotion of an hour to the study of a lesson in Grammar, if during the recitation of that same lesson the pupil is constantly allowed to use ungrammatical language. The habit of speaking incorrectly thus formed, or thus perpetuated, will remain in full force, while the rules of the grammar will speedily glide from the memory.

In Mathematics there was considerable difference between the different schools. On the whole however, and notwithstanding some deficiencies, the examination in this department was quite satisfactory. In some of the schools the pupils exhibited a thorough acquaintance, not only with the rules and problems of their text-books, but also with the subject of arithmetic itself; while in others, though they had made a sufficient acquaintance with the rules and examples of the books, they gave evidence of a very imperfect understanding of the real subject in question.

Any other study can be taught by rote better than Mathematics. If the mind of the pupil is not thoroughly possessed of the principles upon which the rules of arithmetic are founded, it will be of little use for him to commit the rules to memory, or to learn mechanically how to work out sums by them. Many of our schools, we are happy to say, have avoided the fault of teaching arithmetic by rote; but some are still chargeable with it. In the latter, the pupils were generally able to work out problems with ease and accuracy, whenever they were given to them in such a way as to indicate the rule by which they should be done, or when the pupils knew in what part of the book they were being examined. But when extemporaneous problems were proposed, which, coming clearly within the scope of the studies of the

class, were yet a little aside from their beaten track, many of the pupils were unable to do them at all. In one school there was only one scholar who was able to solve a certain problem proposed by the Committee; and even he did not attempt a solution, until the problem had been partially explained. In another school, the same problem, after a little explanation, was accurately worked out by most of the class, and solved by some without any explanation whatever.

In some instances, a class was examined by selecting a number of familiar problems from its text-books. Such were readily solved. But when the same problems were presented a second time to the same class, the conditions of them being changed, while the principles remained the same, in some schools, the second series, of problems was solved as readily as the first; in others, the pupils who had worked out the questions of the first series with readiness and accuracy, were unable to solve those of the second.

There are obvious reasons why it is not well to point out by name the schools which excel, and those which are deficient. It will doubtless be sufficient, to call the attention of the Committee, and especially of the teachers, to this matter, in order to have the difficulty removed.

When Arithmetic is properly taught, a child who is capable of understanding it at all, is capable of doing, not only the sums of his text-book, but any other problems which are the same in principle, as those with which he has become familiar.

We do not intend by these remarks, to imply that the schools of Boston are inferior to other schools in Mathematics. On the contrary, we have been highly gratified with the general proficiency of the schools in this branch of study. This general excellence is in itself an urgent

reason why any deficiencies should be made known and remedied.

It is a matter of common remark, that the English language enjoys the unfortunate pre-eminence of being in its orthography the most difficult of modern languages.

This fact does not diminish the importance, nor excuse the neglect, of correct spelling. On the contrary, it should be a stimulus, both to the teachers and the pupils of our schools, to more persevering and earnest efforts to master this difficulty. The Committee believe, that more attention has been given in most of our schools to this subject during the past year, than during some previous years. Yet there is ample room for improvement. It does not always follow, because a class can spell correctly, either orally or by writing, a number of words that may be given to them as a spelling exercise, that they will spell with equal accuracy, the words used in the description of some country, place, or object, which they may be required to write down in their own language, apparently without any particular reference to spelling. In the former case, the attention is directed to the orthography; in the latter, to something else. And yet correct spelling in the latter is, or should be, as important as in the former. This matter was tested by the Committee, in some of the schools, in the following manner: A series of selected words was given to the class, which they were required to write as a spelling exercise. They performed the task generally, with a very gratifying degree of accuracy. The same class were then requested to write a geographical description of a journey from some place to another, in America or in Europe, or some thing similar to this. With regard to this exercise, nothing was said about spelling, and yet, in performing it, the class which, just previously, had been so accurate in their orthography, failed in some instances to a great degree. It is

difficult, perhaps almost impossible, to find any sort of spelling exercise or spelling book, whose use, however thoroughly insisted upon, is capable of remedying this evil fully. Yet, if greater attention were bestowed upon the subject, much more would doubtless be accomplished. The Committee are of opinion, that the pupils of our schools, especially the younger classes, should not only be drilled over and over again in their spelling exercises, until the words are almost ineffaceably impressed upon their memories, but also that every written exercise of every scholar, from the youngest to the oldest, should be considered as an exercise in spelling, and marked accordingly. By so doing, greater importance would be attached to spelling in the minds of the pupils, and a corresponding degree of attention and accuracy would thereby be secured for it.

In Physiology the Committee made but a slight examination, believing that great proficiency in this branch is not to be expected, or even desired, in pupils of the age of those in our schools. Indeed, they would not regret to see it dropped altogether from the list of the Grammar school studies, or taught only by lectures from the instructors, until some book can be found, which shall contain, in a succinct form, all that is necessary to be learnt of the general principles of the science, and their application to the preservation of the health of the body and mind. Most of our text-books of Physiology are loaded with anatomical details, which, however interesting to adults who may wish to pursue the study scientifically, are, in the opinion of the Committee, entirely unsuitable to be put into the hands of the boys and girls of our schools.

As much has been said, both in and out of this Board, on the subject of the supposed too great number and variety of studies pursued at our Grammar schools, the



Committee have made some examinations, with special reference to this point.

They have come to the conclusion, that, with a very few exceptions, there is no ground for complaint in this respect. It is not by any means the case, that the elementary branches are neglected in those schools where most attention is paid to the more advanced studies. On the contrary, it is in those schools where the pupils have passed the best examination in the higher studies of the course, that they have been found also to be most thoroughly instructed in the elementary branches. An able and faithful instructor will find time to teach accurately these indispensable branches, and also to give his pupils some acquaintance with the general principles of those few higher studies which are permitted by our rules to be introduced into the schools. Pupils enter these schools at from eight to nine years of age, and remain often, from seven to eight years. This is certainly a sufficiently long period for acquiring something more than a knowledge of the mere elementary branches. No pupil should leave these schools, who has attained the age of fourteen or fifteen years, without having had an opportunity to obtain some additional general information of the kind most likely to be useful to him in after life. He should know something of the history of his own country, and of that of the principal nations of the globe ; of the different forms of government, and the constitution of that under which he lives ; of the elementary principles of Natural Philosophy, and the other most important sciences, and their application to every day life. He should be familiar with the principles of grammar, and have had sufficient practice in composition, to be able to express his thoughts in writing, intelligibly and with facility.

It is believed that all this, and something more may be done, and is constantly done in our best schools, without at all interfering with the most thorough elementary instruction. On the contrary, the habits of reasoning and reflection formed in pursuing these studies enable the pupil to apply himself to the other branches more intelligently, and with a better understanding of their various relations.

If the chief object of the instruction at our Grammar Schools were to prepare pupils for High Schools, or other more advanced institutions, it would not be so important that they should occupy much time with studies which they will have better opportunities of pursuing afterwards.

But when it is considered that a very large proportion of those pupils will be prevented by their circumstances in life, from ever attending the higher schools, and that their education must end with the Grammar Schools, it is very desirable that the instruction which they do receive, should cover as much ground, as is consistent with entire accuracy and thoroughness. We would not be understood as undervaluing in the least degree, the importance of the elementary studies. We are well aware that these branches, viz: Reading, Spelling, Writing, Geography and Arithmetic, are the foundations absolutely essential to all good education. They should never be neglected, or made to hold a subordinate place in any system of school instruction. Frequent exercises in them should be required of all pupils in the highest as well as in the lowest classes. But it is believed, that much beside may be taught with advantage to those who remain long enough to obtain the full benefit of our schools.

Having thus made such remarks respecting some of the more important studies of the schools as were suggested to their minds in the course of the examination,

the Committee feel that they cannot present a full view of the present condition of the schools without a brief sketch of the modifications of our system of public instruction which have been introduced during the past year. Though such a recapitulation may not be needed for the information of the Board, it yet seems highly proper that it should be made, in view of the fact that the Annual Report is intended for general distribution among the inhabitants of the city, and is the source to which they are accustomed to look for information upon all matters affecting the welfare of the schools.

The Committee cordially agree with the Superintendent in the sentiment expressed in his Report, that "this venerable institution,—this inheritance from our Fathers, which has been shedding its benign influences upon every successive generation for more than two hundred years, while growing into its present form, contains all the elements of the noblest system of popular education ever devised by the wisdom of man. It should be cherished and improved as rapidly as the public sentiment will allow, but not by the use of sweeping reforms.

"Some rather extensive changes may indeed, be required in the progressive development of our school system; but they should not be made suddenly by rash hands. They should rather come from its own expanding growth, like the changes in the human form, as it ripens into maturity, and is gradually moulded into greater perfection and beauty."

With feelings bordering on veneration for our school system, the general Committee have deliberately examined every proposition which has been submitted for the improvement of the schools, and they have carefully avoided all untried experiments and have confined their action to measures which have been sanctioned by actual experience. Every change which has been made

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in the organization of the schools has been made in obedience to the teachings of experience, and it is believed in accordance with the demands of public opinion. For several years past, public sentiment as represented both in the School Board and the City Council, has been expressing itself more and more decidedly in favor of what has been called the "single-headed system," that is, the plan of having one head master, who, with the aid of subordinate teachers, has the care and control of the school, instead of the old, "double-headed system," requiring two head masters, each receiving the same salary, holding the same rank, and exercising equal authority in governing the school.

One leading object in view in introducing the changes which have been made in the organization of the schools during the year has been to convert "double-headed" school into "single-headed" ones. All the schools established since 1846 have been organized on the single-headed plan, and its practical working has been so successful as to convince many, formerly opposed to it, that it is the best organization for governing and teaching our Grammar Schools.

Every proposition to introduce any improvement in the organization of the schools has been fully examined and discussed both in the Special Committees to which the different subjects were referred, and in the whole Board, to which all reports and recommendations were submitted for final action. The improvement of the schools has been the constant aim of the Committee, and no measure has been adopted, which will not, in the opinion of a large majority of the Board, make the schools permanently better. The question of expense has, in all cases, been a secondary consideration. In the management of any great public interest the best way is always the cheapest in the end; and it often

happens that it is the cheapest in the actual current expenses. It has thus happened in the case before us. The introduction of the "single-headed system," and the increase of the schools to such a size as will afford the pupils all the advantages of the best classification have actually diminished the expenses of the schools, while their efficiency and usefulness have been greatly increased.

Having made these general statements, we proceed to present somewhat in detail, the views which have influenced the Board in the adoption of the measures which have already been referred to. In the early part of August, 1851, the Mayor, Hon. John P. Bigelow, *ex officio* Chairman of the School Committee, requested the Superintendent of Public Schools to lay before the Board a statement of the number of pupils in the Grammar Schools, and the number of seats in the rooms. The returns of the masters showed that there were over 800 more seats than pupils in the schools, and that more than 400 of these vacant seats were in the northern and western portions of the City. It was apparent that there was at least one school house more than was needed for the accommodation of all the children in the northern part of the City. The Otis School House being situated in a very unfavorable location, and exposed to the constant annoyance of the continual passing to and from the railroad station in its immediate vicinity, was selected as the one to be dispensed with, as the scholars attending that school could all be accommodated equally well or better in the other school houses in the neighborhood.

At a meeting of the School Committee held August 26, 1851, an order was passed by a large majority of the Board to close the Otis School House, and to distrib-

ute the pupils to the other schools. The changes rendered necessary by this action broke up two "mixed schools," where boys and girls were assembled in the same house—and thus placed all the schools in the northern part of the City, on the better plan of having each sex in separate buildings. The experience of a few months showed the wisdom of the course which the Committee had pursued in discontinuing the Otis School, and surrendering the house to the City Council, as no longer needed for school purposes.

As long ago as the year 1846, the City Council decided in favor of the plan of building large school houses, and the Hancock, the Quincy, and the Bigelow have been erected since that time. Each of these buildings is large enough to accommodate 800 pupils without inconvenience.

To one accustomed to schools it is obvious that a high degree of success in teaching depends almost entirely on the means of making a good classification of the pupils. The Superintendent presented in his first Report the great importance of having in each school all possible facilities for accomplishing this very desirable object. For several years experiment and observation had shown that a far better classification of the pupils was made in the larger schools than in the small ones, and that the pupils in the former advanced in their studies more rapidly and more thoroughly than in the latter, not because the instruction in the larger schools was superior, but because the opportunities for improvement were greater, arising from a better classification. In order to extend to all the schools the advantages arising from this means of improvement, the Superintendent offered the following recommendation in his Report:—

“It is further recommended that suitable measures be adopted for ascertaining whether there are in the City any cases, in which two of the smaller schools can be united, forming one large school, or where three of the smaller schools can be consolidated into two large ones without requiring the pupils to walk too great a distance. If this can be accomplished in two or three instances, the progress of the pupils in their various studies will be greatly promoted and the expenses of the School system considerably diminished.”

This recommendation was referred to a special committee of the Board in the early part of February, and the subject was examined in all its bearings on the prosperity of the schools. After several weeks spent in making a thorough investigation on all points involved in the inquiry, the Committee were unanimously led to the following conclusions;—first, that by altering the internal arrangements of the Eliot and Mayhew School Houses, so that, without any enlargement of the buildings, they could conveniently accommodate a much larger number of pupils, the Endicott School might be advantageously discontinued and its pupils distributed among the schools of the contiguous sections, viz. the Eliot, the Mayhew, and the Phillips; second, as by a like alteration of the Brimmer School House, it could be made to seat with perfect comfort a number of pupils equal to those of the Brimmer and Adams Schools united, that the latter school might also be discontinued and its pupils transferred to the former; and third, that the Eliot and Brimmer Schools should be re-organized upon the single-headed system,—it being found that the internal arrangements best adapted for the successful operation of that system, were at the same time such as afforded the best accommodation for the largest number of pupils. Their report was presented to the Board,

and after a full and protracted discussion of the whole subject, the following resolve and order were adopted, two-thirds of the members of the Board voting in favor of them.

*Resolved*, That, whereas the Endicott and Adams Grammar Schools may be discontinued as such, and the pupils distributed among the other schools to the greater efficiency of those schools, without subjecting the City to any outlay and at an annual saving in the current expenses of about \$11,500, it is therefore

*Ordered*, That the Chairman of this Board be requested to lay the accompanying Report before the City Council, asking that the proposed alterations in the Eliot, Mayhew and Brimmer School Houses, be made as soon as the first of September next.

This communication was referred in the City Council to the Committee on Public Instruction, by whom another thorough investigation of the subject was made, and an able report presented to the Council, setting forth the arguments in favor of the plan adopted by the School Committee. This report, after an extended discussion, was adopted by a vote of almost three to one. The views presented in their report, by the Committee on Public Instruction are so sound and sensible, that we must make two or three short extracts from it.

“In the outset the Committee would remark that they regard the proper education of the young growing up in this community, as an object of the greatest importance to our continued prosperity; and they believe that our Public Schools must be sustained and improved at any expense which may be required for these purposes, as their beneficial influence spreads out wider and stretches onward farther into the future than that of any other department of our Municipal affairs.



“But the *importance* of any department should never be allowed to prevent a careful examination into its management, for the purpose of improving the modes of conducting its affairs, or of diminishing its current expenses, without impairing its usefulness.

“Our citizens are undoubtedly willing to pay any amount of money which can be shown to be *actually needed* for the support of our Public Schools, but the moment it becomes apparent that a portion of the money appropriated for these purposes is *unwisely expended*, there is great danger of an unfortunate reaction in the public sentiment in regard to supporting the schools.

“The Committee find that the estimated cost of the Public School Estates in Boston, as given by the City Auditor, is \$1,271,273.57, and that \$762,744.22 of this large sum is invested in houses and lands for the Grammar Schools.

“The Committee are convinced from a personal examination of several of these estates, that some rather expensive improvements ought to be made in five or six of the Grammar School Houses for the purpose of placing them more on an equality with the newer buildings.

“At this point in the inquiry the main question presents itself. The School Committee say in substance, ‘We have money enough invested in school property for the present. We have more houses than we need ; but several of them are not in so good a condition for use as we desire. We would therefore respectfully suggest to the City Council to sell two of the *poorest estates* to raise the money needed to improve the others, instead of raising the amount required by increasing the taxes of our citizens and still retaining the unnecessary school estates.’

After a careful examination of all the facts in the case, the Committee use the following language:—

“We have now surveyed the whole ground and find that all the pupils now in the six Grammar Schools can be accommodated as above indicated, leaving over fifty seats still unoccupied. We have been led by the foregoing facts to the same conclusions which the Report of the School Committee reached by a somewhat different line of argument, and which were adopted in that body by a two-thirds vote.”

All, or nearly all the changes, consequent on the concurrent action of the Board and the City Council, in adopting the recommendations of their Committees, have now been made. One of the anticipated results of this action, and one to which all others were subordinate, is the increased efficiency and usefulness of the schools affected by it. Without a firm conviction of this, no such changes, it is believed, could have obtained the sanction of the Board or the Council. Whatever other results might follow, without the attainment of these, all others would be of comparatively trifling importance. No amount of money saved to the public treasury, would be any compensation for an injury inflicted upon the schools by the adoption of any measures whose tendency even, would be to lessen their usefulness and efficiency.

But, as we have already said, in the management of any great interest, it often happens that the best way is the cheapest; that it has proved to be so in the case under consideration, a statement of some of the immediate results of the changes in question will show.

Three schools, the Otis, the Endicott and the Adams, have been discontinued, and the estates surrendered to the City Council.

The Otis School estate has been sold for \$16,500 ; the Endicott, estimated of greater value, remains yet undisposed of ; and the Adams has been appropriated by the City Government to the uses of the Normal School and the Public Library.

The current expenses of the schools have been reduced *at least*, \$16,000 per annum.

By the appropriation of the Adams School estate, as above mentioned, accommodations, which under other circumstances would have cost the City a large sum, have been provided for the Normal School almost without cost, so that the establishment of this institution, designed, when in full operation, to give instruction to two hundred Normal scholars, with a Model School of one hundred and fifty pupils attached to it, has required only an appropriation of from \$4000 to \$5000 for its current expenses ; while by the same action, an admirable location, and ample rooms have been secured for the City Library, an institution, though yet in its infancy, of great importance, and fast attracting the public favor.

Two school buildings, the Brimmer and the Mayhew, by an almost entire alteration of their internal arrangements, have been adapted to the new organization, and rendered capable of seating a much larger number of pupils. Important improvements have also been made in the Eliot School House, though many more remain to be made before it will afford the best facilities for the conduct of the school.

*The entire cost of these improvements*, together with the ordinary repairs made during the year in all the other buildings, has not reached by \$2,500, the amount, (\$16,500) received by the City, from the sale of the Otis School estate ; so that, in fact, it may be said, that the City *has not expended anything* for School

Houses the present year, except for rebuilding the Boylston, which was unfortunately destroyed by fire on the 10th of July last. On the contrary, there yet remains from the Otis estate an unexpended balance of at least, \$2,500, which sum will in all probability, from the sale of the Endicott estate, be soon increased to \$18,000 or \$20,000, thus furnishing the means of making thorough repairs and desirable improvements in several other school buildings, without using, for these purposes, any money raised by taxation.

Before passing from this subject, as some intimations have been made in different quarters that the School Committee have not exercised a judicious economy in the alterations of the school houses the past season, it may not be improper to remark that it is not known when any previous year has passed within the last quarter of a century without more or less money being drawn from the treasury for school houses, independent of any extraordinary occurrences.

In order to state the importance of another recommendation presented in the Superintendent's Report, we give the following extract from that document:

“With proper pains it will not be found difficult to find very good male Teachers to fill the few places which, in the ordinary course of things, become vacant. There are at present sixty-five male Teachers in the Public Schools and the policy which this Board has adopted will rather diminish than increase this number.

“But the proportion of female Teachers is rapidly increasing in the Public Schools of this City, as well as throughout the State and Country. There are now about three hundred female Teachers in the Boston Schools, and this number must become larger every year, as the population increases.

“ There are at present in all the Primary, Intermediate, Grammar and High Schools about twenty-two thousand children, and over eighteen thousand of this number are now instructed chiefly by Females. The mere statement of these facts shows at once that whatever can be done to give female Teachers higher qualifications will greatly increase the efficiency and usefulness of the Public Schools.

“ Every year between forty and fifty well qualified female Teachers will be wanted to fill the vacancies which are occurring in the places of Teachers. If these places are filled by persons of very high qualifications, the schools will be greatly improved without any increased expense. The Teachers now in the schools are generally deserving high commendation for their ‘pursuit of knowledge under difficulties,’ and for making acquisitions beyond the course which the Grammar Schools afford. If, however, the standard of the qualifications of the Teachers could be at once raised ONE-FOURTH, the character of the schools and the scholarship of the pupils would very soon be raised in the same proportion.

“ For the purpose of accomplishing this object in the most direct and feasible way, I recommend the establishment of a Normal School as a part of the Boston System of Public Instruction.”

This recommendation was referred to a Special Committee in the month of January, and they gave more or less attention to the subject for several months. In their Report they say :

“ After the most careful and extended investigation which the Committee have been able to make, both by examining all that has been written on the subject which came within their reach, and by a personal in-

quiry of intelligent men from different parts of the State, they are constrained to say that, if before they had doubts as to the practical worth of the institutions in question, those doubts have been entirely removed; and if before they had favorable impressions, those impressions have become firm convictions."

After stating several reasons in favor of establishing a City Normal School, the Committee use the following language in expressing what in their view should be the character of the school.

"In the first place, we wish it to be distinctly understood, that a school, such as we have in view, should be one wholly and exclusively instituted for the single object of preparing teachers for our public schools,—that it should be a *Normal* school and *nothing else*;—that it should be resorted to by those only, who may desire to qualify themselves for teaching; and that to all such it should be freely opened, at least, as freely as would be consistent with the end proposed by its establishment.

"As such an institution would constitute a part of the school system of the City, so the members of it should be graduates from the City Schools, or at least the daughters of our citizens, and to such it should be exclusively open so long as, from these sources, the number seeking admission should be large enough to answer its requirements."

In regard to limiting the advantages of the school to those who belong to the City the Committee say:

"Allusion has already been made to some of the reasons which make it seem desirable that the teachers in our schools should be those whose homes and associations are here. We would not wish to be understood, however, as cherishing, or desiring to excite, any nar-

row feeling of exclusion. We most heartily desire that our schools may be provided with the best teachers that can be obtained, come from whatsoever quarter they may ; and we know that some of those, who now stand highest in the service, are from abroad. But we think that our chief reliance should be in ourselves, and we believe that, from a population like ours, an ample supply of teachers can be obtained to answer all our wants, if means are provided for the development of the talent that now perhaps lies dormant, or, from necessity, is diverted to other employments. Thus a Normal School, besides effecting the primary object of furnishing our schools with teachers whose qualifications would be such as to obtain for them a willing preference, would prove, in the course of time, a rich blessing to hundreds whose circumstances in life would, otherwise, not only have cut them off from the means of making that preparation, so essential for the right performance of the duties of a teacher, but have left them comparatively uninformed and useless members of society. In a community like ours, any institution, which shall have the effect, whether intentionally so or not, of opening new avenues to useful and honorable employment, must commend itself to the favorable consideration of the wise and good."

The following paragraphs are extracted from the closing part of the Report :—

"In conclusion, your Committee, fully satisfied of the practical utility of Normal Schools in general, are also firmly persuaded that in no other way can the educational interests of the City be more promoted, than by the establishment of an institution for the special preparation of the large number of teachers constantly required for the public service. And this conviction has been strengthened by every view of the subject they

have been able to take; and, actuated solely by an earnest desire to promote the cause of popular education in this City, they unanimously recommend the adoption of the following order, viz:—

“Ordered, that the foregoing Report be accepted, and that the Chairman be requested to transmit the same to the City Council, with the request that the necessary votes may be passed to establish the proposed School.”

This Report was referred in the City Council to the Committee on Public Instruction, from whose Report we make the following extracts:

“Your Committee are unanimous in the opinion that a well conducted Normal School would very soon furnish a class of teachers for our Public Schools much superior to the average of those who can now be obtained for the present salaries.

“It appears from actual examination, that the amount which the City pays annually to female teachers is about \$120,000.00, and that a large portion of this sum is paid to young women whose homes are in the neighboring towns, or in different parts of the New England States. A Normal School, forming a part of our system of Public Instruction, would enable the active and energetic young women of Boston to qualify themselves to compete successfully for the places of teachers in our schools, and would thus secure the annual distribution of from \$60,000.00 to \$70,000.00 among the daughters of our own citizens. The proposed Normal School will prepare from eighty to one hundred graduates every year, and from sixty to seventy-five of this number will be wanted in our schools annually to fill the vacancies that are from time to time occurring.

“Your Committee do not deem it necessary to add to the considerations already presented to the Council in favor of granting the request of the School Committee,



and they unanimously recommend the passage of the following order, viz :—

*Ordered*, That a Normal School be established in the Adams School House, as a part of the system of Public Schools, for the purposes set forth in the Report of the School Committee, being City Document 32, for the present year.”

This order passed both branches of the City Government almost without opposition, and thus an institution was established, which in our opinion promises to do more for the improvement of our Schools, than any one measure which has been adopted within the last twenty years.

In order to exhibit more fully the scope and design of this new institution, we proceed to give a general view of the plan of its organization ; and for this purpose we avail ourselves of the language of the Report presented by a Committee specially appointed to prepare such a plan for the Board.

“ The School will consist of two Departments, viz :

“ 1. A Normal Department, containing about two hundred pupils. These will be divided into two Classes, and each Class into two Divisions. Each Division will occupy a separate room, under the direction of a Normal School Teacher.

“ 2. A Model School of one hundred and twenty pupils, divided into two Classes, each Class occupying a separate room, under the care of a Model School Teacher.

“ A Primary School of sixty pupils will be added to this Department as soon as the necessary arrangements can be made.

“The Course of Study and Instruction will comprise,

1. “A thorough review of the studies taught in the Grammar Schools, with special reference to instruction in the art of Teaching.

“The Course will not be strictly limited to the list of Grammar School studies, but will include all the collateral branches which are important for the explanation and illustration of those studies. It will aim to give the pupil an accurate acquaintance with the details of the various branches, and at the same time an enlarged and comprehensive view of the principles involved in each, and its relation to other departments of knowledge. The best text-books and manuals will be used, but with the ultimate design of making the pupil able to teach independently of them, by a thorough familiarity with the subject to be taught. In connection with the study of English Grammar, the history of the formation and progress of the language, and the general principles of composition, will be included. With Modern and Ancient Geography, the elements of Physical Geography will be taught as the groundwork of the whole science. History will be introduced in its natural connection with Geography, and the two studies will be made to illustrate each other. A similar course will be pursued in the other branches of study. The pupil will not be confined to the details of the text-books, but will be encouraged and required to seek information from all sources within her reach

2. “Instruction in the Theory and Practice of Teaching, and in the Art of Government.

“The design of this part of the course is to fit the pupil for the practical duties of a teacher. Its aim will be not only to make her familiar with all the most approved methods of teaching, but to give her such command of the knowledge she has acquired, and such

facility in imparting it, as shall enable her to originate methods of her own, and to apply them to the various classes of pupils which may come under her care. The philosophy of the science of Teaching will be explained and illustrated, with habitual reference to the acquisition of skill in the art of Instruction. Each pupil of the Normal School will be required to assist frequently in the Model School, and she will here have the most favorable opportunities for practice, in the application of the correct principles of instruction and discipline, under the direction of experienced and accomplished teachers.

3. "Lectures by the Teachers, and by other persons qualified to give instruction in the various departments of knowledge, will be from time to time delivered, and a library of books of reference, with charts, mathematical and philosophical apparatus, and all other necessary aids to illustration, will be provided for the use of the School. Much advantage may be expected to be derived from the use of the City Library, which, it is understood, will be freely open to the School, under proper regulations.

4 "Instruction in Music and Drawing, by accomplished masters in each department, will form a part of the regular exercises of the School.

5. "Lectures on the laws of health and the means of preserving it, will be delivered by competent persons, and much care will be taken by the Instructors, that these laws be understood and observed.

6. "It will be the aim of all concerned in the government of the School, to exert a favorable influence on the moral character and general deportment of the pupils as well as on their intellectual progress."

This plan for the organization of the School met the approbation of the Board, and will commend itself to

the judgment of all as well adapted to secure the objects in view, in the establishment of such an institution. The success of this School can hardly be problematical, commencing as it will, at a period when all the experience of years in the conduct of similar institutions, can be incorporated into its government, and under the immediate direction of a gentleman who, as its Principal, we are confident, will sustain the high reputation already acquired in another responsible station in our school system; and we anticipate the time, when the City Normal School will realize the reasonable expectations of its friends, and stand among the foremost of those institutions which have so long and so justly given to Boston, a noble pre-eminence and an honored name.

We have thus given an outline of the more important proceedings of the Board, and of the City Council, in modifying and improving our system of Public Instruction. If, in doing so, we have entered more into details, than may seem altogether necessary, our excuse must be found in the character of the changes which have been made, and the importance of having the views and motives which led to their adoption distinctly understood.

Our conviction that the changes which have been recently effected in the organization of certain schools are judicious, is strengthened by the observations made at the late examination of those schools where the newer plan of organization had been already adopted. These Schools, organized under what is called the single-headed plan, where one master is the ruling spirit of the whole, while all the teachers have separate rooms for the pupils under their charge, free from the interruption and disturbance of other classes, present such advantages, that we cannot but approve, what may

now be considered as the settled policy of this Board, viz. the gradual introduction into all our schools of this more efficient system of organization.

Still, such changes should not be hastily or indiscriminately made. We have some excellent schools under all our different systems, and we would not advocate any change, unless a decided advantage is to be gained by it. Time and circumstances must determine in each particular instance, the course to be adopted. The alterations thus far effected are believed to be just and proper, and in the right direction, and to have been wisely and considerately made; and we have no doubt that further experience will give additional testimony to the soundness of the general principles which led to their adoption.

One other subject yet remains to be spoken of, before closing this Report; we allude to the creation of the office of Superintendent of Public Schools. It is now nearly two years, since this office was established, and sufficient time has elapsed to enable us to judge of its importance and utility.

Whatever fears as to the result may have been at first entertained by some members of the Board, it is but just to say, from the experience we have already had, that the anticipations of the friends of the measure have been more than realized. Its good effects are seen in the increased economy and efficiency of our school organizations, and in the spirit of order, unity, and harmony, which has been infused into them, and in view of all these advantages we cannot doubt that the office of Superintendent, will henceforth be considered as an essential feature of our school system.

On the score of economy alone, we believe this office to be a highly important one. By the introduction, through its influence, of an improved system into the

expenditures for our schools, we are convinced that much more than the amount of the salary paid to the Superintendent, is annually saved to the City, by his appointment. But even if this were not the case, the other benefits resulting from it, to the general efficiency and success of our system of education are such as to demonstrate that the establishment of the office by the City Government, has been a most wise and judicious measure.

The Board have been singularly fortunate in the selection of a gentleman to fill this office, whose talents and education eminently qualify him for the situation. He has brought to the service of the City the professional knowledge and skill acquired by more than ten years' experience in a similar field of labor, in a neighboring State. The Board have every reason to be satisfied with his zeal and faithfulness, and with his success in the performance of his arduous duties.

GEORGE EATON, *Chairman*.  
 SAMUEL W. BATES,  
 FREDERIC U. TRACY,  
 SILAS B. HAHN,  
 FRANCIS ALGER,  
 LE BARON RUSSELL,  
 EDWARD H. CLARKE,  
 DANIEL P. SIMPSON.

*Abstract of Semi-annual Returns, July 31st, 1852.*

SCHOOLS.	Boys.	Girls.	Total.	Av. Attend.	Over 15.	Seats.	Masters.	Subs.	Ushers.	Females.
Adams,	329		329	265	4	400	1	1	1	3
Bigelow,		360	360	309	21	448	1			7
Bowdoin,		603	603	487	39	560	2			10
Boylston,	398	280	678	589	16	720	2		1	9
Brimmer,	331		331	312		392	2		2	2
Chapman,	230	247	477	428	19	560	2		1	7
Dwight,	331	220	551	520	21	670	2	1		8
Eliot,	403		403	387	8	472	2		1	5
Endicott,	344		344	339	5	440	2		2	4
Franklin,		438	438	419	30	580	1			9
Hancock,		563	563	569	19	672	1	1		11
Hawes,	334		334	315	8	462	1	1	1	4
Johnson,		451	451	393	24	473	2			6
Lyman,	283	310	593	506	19	674	2		1	10
Mather,	282	303	585	527	9	560	2	1		7
Mayhew,	462		462	402	3	488	1	1	2	5
Phillips,	375		375	336	9	462	2		2	3
Quincy,	703		703	686	26	732	1	1	2	10
Smith,	28	42	70	44	1	80	1			1
Wells,		508	508	378	22	472	2		1	6
Winthrop,		478	478	413	39	554	1			10
Total,	4833	4803	9636	8624	342	10,871	33	7	17	137
Latin,	106		106	109	46	175	1	1	2	
High,	146		146	163	118	225	1	2	2	
Total,	5085	4803	9888	8896	506	11,271	35	10	21	137
Av'ge for the year,	5129	4852	9981							

N. B. The returns are made at a period of the year (July) when the numbers belonging to the schools have reached their *minimum* rate.





LATIN SCHOOL.

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*In School Committee, August 3d, 1852.*

The Chairman of the Sub-Committee on the Latin School would report that he called a meeting to examine the school, on Thursday of the week preceding the annual exhibition. But, much to his regret, all the other members of the Committee were out of the City, or so engaged as to be unable to meet him. The same was also true of the Superintendent, to whom he looked in their absence for aid.

Thus situated, the responsibility of examining and of reporting the state of the whole school, and also of assigning the medals, fell upon the Chairman. To the extent of his ability, he performed the service.

One of the Committee, however, had previously examined two of the rooms. The Chairman therefore examined only the other two, so that the present report has reference to the condition of the whole school.

Our report is made with pleasure. We found ample evidence of great faithfulness, skill, and energy in the teachers, and of encouraging progress in the pupils. Of the thoroughness of the system, and the progress of the pupils, ample evidence was also given at the yearly exhibition, in the presence of many members of the general Committee. They also had then an opportunity to judge

of their progress in the theory and practice of speaking and writing.

The discipline of the school has, on the whole, been well maintained, and with very little resort to corporal punishment. The scholars, for the most part, seem to love and respect their teachers. This appears to be eminently the case with respect to the principal.

The buildings and the premises are in good order. Indeed the public hall has been much improved in its appearance, through the liberality of the associated alumni of the school, aided by the good judgment and taste of the principal. To be satisfied of this, all that is necessary is, to recall the former aspect of the room, and then to visit it in its present improved condition.

The busts of eminent individuals by which it was adorned, have been newly located, before niches painted in fresco, and beneath them are engravings representing classic scenes, framed and fixed in fresco pannels. To these, other works of art have been added, so that the effect of the room, thus adorned, is to stimulate and cultivate the desire of classic knowledge and taste.

One of the ushers, Mr. Charles Hale, has resigned his place, creating the necessity of filling the vacancy thus caused. In order to do what the highest interests of the school demand, it may be necessary to consult the Board with reference to the practical construction which is to be put upon some of our rules relating to this matter.

Respectfully submitted,

EDWARD BEECHER, *Chairman.*

ENGLISH HIGH SCHOOL.

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*In School Committee, August 3d, 1852.*

The Sub-Committee of the English High School respectfully submit the following Report:—

The annual examination of said school, as required by the regulations, was attended on the 15th, 16th, and 17th of July last.

The examination was satisfactory. The condition of the school throughout the year has been good. The average attendance has been large, and, though some have left during the year without completing the course of studies prescribed for the school, yet the number of these has not been as great as usual. The principal and the assistant instructors of this school are gentlemen of talent and learning, of wisdom and experience, and possess, all of them, a happy faculty of awakening the interest and securing the respect, the confidence, and the affection of their pupils. Under their guiding influence the progress of the scholars, both in good learning and in the development and formation of character, has been very observable to your Committee. The examination above mentioned was very strict and searching as respects the first class, and gave gratifying evidence of the usefulness of the school in the large literary culture, the sound,

practical knowledge, and the high moral character and training of the young men whom it was about to send forth to the various departments of active life. It was at one time the intention of three or four of this class to avail themselves of the privilege, granted by a recent regulation of this Board, of remaining a fourth year at the school, but the offer of eligible situations in counting rooms has induced them to forego that privilege. It is believed, however, that if the privilege is continued, there will hereafter always be some who will avail themselves of it. It is possible that there will yet be some, this next school year.

The English High School has now been established about thirty years. The number of pupils who have enjoyed the benefits of this school, since its institution, is over two thousand, many of whom are now residents of this City and neighborhood, engaged in the various departments of commercial life, and are among our most respected and useful citizens. To some of them and to the principal of the school, your Committee have suggested the propriety of forming an association of the alumni, or former pupils of the English High School. The suggestion has met with favorable consideration, and it is hoped that something of this kind will be done. Such an association would undoubtedly be useful. It would awaken and perpetuate and extend an interest in the school—in its prosperity and in the increase of its educational instrumentalities—through the enlargement of its library, mineralogical cabinet and philosophical apparatus, through presents and donations from former pupils.

In compliance with the regulations recently adopted by this Board, your Committee were present, through their Chairman, at the examination of candidates for admission, on the 27th and 28th of July. Your Committee

cannot but regret that some facts and notices of this examination have appeared in the public prints, because, although some of the facts stated were true, others were not; and because these notices generally, when unaccompanied with all the facts in the matter, have tended to give a false and unjust impression in regard to our public schools.

Your Committee will ask leave, at some future time, to submit a full report of this examination.

Respectfully submitted,

S. K. LOTHROP, *Chairman.*

## REPORT ON ENGLISH HIGH SCHOOL.

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The Sub-Committee of the English High School ask leave to submit the following Report on the recent examination of candidates for admission to said school.

In regard to admission to the English High School, and the examination of candidates therefor, this Board has established the following regulations. First. "New pupils shall be admitted to this School only once a year, viz: on the Wednesday and Thursday next succeeding the exhibition of the School in July; and any boy then offering himself as a candidate for admission, shall present a certificate from his parent or guardian that he has reached the age of twelve years, also a certificate of good moral character and of presumed literary qualifications from the master of the School which he last attended, and shall pass a satisfactory examination in the following studies, viz: Spelling, Reading, Writing, English Grammar, Arithmetic, Modern Geography and the History of the United States." And second—"It shall be the duty of the Sub-Committee of the English High School to be present at the annual examination of candidates for admission; but said examination shall be conducted by the instructors from written questions in all the branches previously prepared, and subject to the approval of the Committee. The examination shall be strict, and a thorough knowledge of the required studies shall be indispensable to admission." [*Regulations of Public Schools, Chap. IV. Sect. 3, 4.*]

These regulations were observed and faithfully adhered to in the recent examination. All the candidates

admitted to examination brought the required certificates.\* Three boys were refused examination because they brought not from the Master of the School last attended, a certificate of presumed literary qualifications; and the rumor or statement that has been prevalent, that a large number of the candidates from one of the Grammar Schools of the City came with a conditional or qualified certificate as to their literary attainments and preparation is unfounded. All the twenty-three boys from the School in question came with one general certificate. All their names were upon one paper. The statements as to moral character and presumed preparation were the same for all, and if any conditions or qualifications in regard to some of the number existed in the mind of the master, they were not expressed on the face of the certificate, and were consequently unknown to the master or the Sub-Committee of the English High School. Indeed no candidates would have been admitted upon a conditional or qualified certificate, or upon any certificate falling short of that which the Regulations of this Board make requisite.

In conformity with the second regulation, the Sub-Committee were present through their Chairman, at the examination—and the written questions, previously prepared, were approved by him. These questions were first, forty questions in Arithmetic, as follows:

1. Find the greatest common divisor of 171 and 135.
2. Find the least common multiple of 25, 35 and 72.
3. Multiply  $\frac{1^3}{17}$  by 7.
4. Multiply  $3\frac{2}{5}$  by 9.
5. Multiply  $\frac{1^3}{5}$  by  $\frac{9}{26}$ .
6. Multiply  $7\frac{5}{8}$  by 9.
7. Divide  $\frac{2^7}{9}$  by 9.

\* One pupil from a private school (No. 52) was not recommended by his teacher, and was examined under a misapprehension.

8. Divide  $\frac{5}{8}$  by 13.
9. Divide 17 by  $\frac{4}{15}$ .
10. Divide  $\frac{12}{17}$  by  $\frac{5}{7}$ .
11. Divide  $4\frac{5}{8}$  by  $10\frac{3}{7}$ .
12. Reduce  $\frac{225}{750}$  to the lowest terms.
13. Reduce  $74\frac{4}{11}$  to a fraction.
14. Reduce  $3\frac{457}{12}$  to a whole or mixed number.
15. Reduce 5 and  $8\frac{4}{5}$  to a single fraction.
16. Add  $\frac{3}{5}$ ,  $\frac{7}{8}$ ,  $\frac{4}{7}$  and  $5\frac{1}{2}$ .
17. Add  $4\frac{3}{4}$  and  $21\frac{5}{7}$ .
18. Subtract  $3\frac{5}{8}$  from  $10\frac{1}{3}$ .
19. Find the sum of  $\frac{5}{8}$  and  $\frac{8}{11}$  in decimals.
20. Reduce 0.84 to a vulgar fraction.
21. Add 2.057, 0.032 and 450.37.
22. Multiply 2.407 by 0.75.
23. Divide 37.548 by 98.05.
24. Divide 75 by 345, finding the result in decimals.
25. Reduce £20, 5s, 6d, to pence.
26. Reduce 17 rods, long measure, to inches.
27. Reduce 3 pecks and 5 quarts to the decimal of a bushel.
28. A man earned \$7 in 6 days, in what time will he earn \$12?
29. Add £11, 10s, 6d, and £14, 17s, 3d. 2qrs.
30. Subtract 3 years, 4 months, and 13 days from 7 years, 3 months.
31. If a pole 6 feet high cast a shadow  $4\frac{1}{2}$  feet long, what is the height of a steeple which casts a shadow 175 feet long?
32. How many square yards of carpet will cover a floor 17 feet long and 16 feet wide?
33. How many cords in a pile of wood 16 feet long, 10 feet wide, and 7 feet high?
34. How many acres in a square piece of land 70 rods on a side?
35. What is the simple interest on \$753.22, for 2 years, 3 months, and 12 days, at 6 per cent?
36. What is the simple interest on \$22.50, for 3 years and 7 months at 8 per cent?



37. Required the compound interest on \$500, for 3 years at 6 per cent ?
38. At £16, 6s, 6d, for 653 lbs. sugar, what is the price per lb ?
39. How much flour at \$5 per barrel must be given for 45 lbs. of tea at 4s, 6d per lb. ?
40. A. and B. trade together, A. puts in \$750, and B. \$1000, and they gain \$721. What is each man's share of the gain ?

Second. Twelve questions in Grammar, as follows :

1. Write the following words in the plural forms :—  
Boy, duty, sheep, who, that.
2. Write the possessive case, both singular and plural, of the words :—  
Toy, child, she, who, it.
3. Compare the adjectives :  
Lovely, bad, near, far, much.
4. Mention the relative pronouns :—
5. Mention the personal pronouns :
6. Correct the following expressions :—  
He sung excellent well.  
Who did you call ?  
They caught the horse who run away yesterday.  
Their are many men which can not write there names.  
The boy or the man who fail to apply this principal, we shall consider them much in fault.  
Suppose he to be rich, and I to be poor.  
Let every man take care of theirselves, and of their own business.  
I do not recite as good as him, because he learns more easier than me.  
If he had have went to school yesterday, he would not have fell from the horse and broke his arm.  
Most every man done all they could to save theirselves, but awl in vane.  
He has wrote most all his words correct.  
Every boy may lie aside their books.

Hear lays the body of a good man, whose sun sat at noon.

I set up late last night.

I begun to study early, studied hard till the bell was rang, then I run all the way and come to school in season, and recited awl my lessons perfect.

7. Mention the part of speech of each word in the sentence :—

The learned master who taught us will be gratefully remembered.

8. Write a sentence containing a direct and an indirect object :—

9. How is a passive verb formed ?

10. What is meant by the analysis of a sentence ?

11. Analyze the sentence :—

“Straws swim upon the surface, but pearls lie at the bottom.”

12. Parse each word in the sentence :—

“They know what is right.”

In estimating the answers to these questions in Grammar, each separate example under the general question was counted. Thus, if a candidate answered the first question, “Write the following words in the plural forms—boy, duty, sheep, who, that?” correctly, in every instance, he was credited five; if he answered three correctly and two incorrectly, he was credited accordingly.

Third. Fifty questions in Geography, as follows :

Be careful to give *full* answers to the following questions, as incomplete ones will be counted as errors. For example; if the question be : “Where is London, and on what water?” it will not be sufficient to say : “In England, on the Thames,” but the position in the country must also be given. The correct answer will therefore be : “In the S. E. part of England, on the Thames.”

1. What is a gulf?
2. What is a bay?
3. What is an isthmus?
4. What do you mean by the equator?
5. What do you mean by the longitude of a place?
6. What do you mean by the latitude of a place?
7. What is the use of latitude and longitude?
8. What do you mean by the tropics?
9. How far, in degrees and minutes, do the tropics extend North and South of the equator?
10. What do you mean by zones?
11. How many zones are there?
12. Name the dividing lines between all the zones.
13. In what direction would you be going, while sailing up the Nile?
14. Is New Orleans an elevated city or a low one?
15. What is the largest fresh water lake in the world?
16. What are the highest mountains on the globe?
17. What is the longest river in the world?
18. What are the chief productions of the West Indies?
19. What are the chief productions of the East India Islands?
20. What are trade winds, and where do they prevail?
21. What large island lies North East of Nova Scotia?
22. To whom does this island belong?
23. Is Montreal or Quebec the higher up the St. Lawrence?
24. Name all the cities in Massachusetts.
25. Name all the counties in Massachusetts.
26. What is the capital of Vermont, where is it, and on what?
27. Where is St Louis, and on what water?
28. Where is Cincinnati, and on what water?
29. Which is now the largest State in the Union?
30. Between what States does "Mason and Dixon's" line run?
31. Does Niagara river run North or South?
32. Which way does Lake Champlain flow, North or South?

33. Where is Vienna, and of what country is it the capital ?
34. Where is Havre, and on what water ?
35. Where is Waterloo ?
36. Where is Genoa ?
37. Where is Calcutta, and on what water ?
38. Where is Smyrna, and on what water ?
39. Into what do the Euphrates and Tigris flow ?
40. Where is the Ganges, and into what does it flow ?
41. What are the three Northeast countries of Africa ?
42. What is the name of the countries on the North coast of Africa ?
43. By what tropical circles is Africa crossed ?
44. Through what portion of Africa does the equator pass ?
45. What is the latitude of the Cape of Good Hope ?
46. Where is the island of Madeira ?
47. Which is the largest of the West India Islands ?
48. What is the capital of this island ?
49. Where are the Azores ?
50. Where are the Sandwich Islands ?

Fourth. Twenty-five questions in the History of the United States, as follows :

1. What were the motives which induced the colonists of Virginia and of New England to form settlements in America ?
2. When was Plymouth settled ? Jamestown ? Boston ?
3. In what manner was slavery introduced into this country ?
4. In which of the colonies was free toleration in religion first granted ?
5. What two prominent wars between 1607 and 1763 ?
6. What was the cause of the French and Indian War ?
7. What was the cause of the Revolutionary War ?
8. What was the Boston Port Bill ?
9. When did the American colonies declare their independence ?
10. What foreign assistance had the Americans during the revolution ?

11. Sketch a map of the thirteen original States, and locate Philadelphia, Washington, Saratoga, Charleston, Pittsburgh, Trenton, Yorktown.

12. What important battle in each of the years 1776? 1777? 1778? 1779? 1780?

13. Which were the two most important battles of the revolution?

14. What was the result of the battle of Yorktown?

15. When did John Adams become President of the United States? What measures of Mr. Adams's administration excited most dissatisfaction?

16. For what reasons was war declared by the United States against Great Britain, in 1812?

17. What is a tariff?

18. Why is South Carolina called the Nullification State.

19. What is an embargo?

20. Write a list of the Presidents with the date of each one's administration.

21. What is an elector?

22. What officers compose the President's cabinet.

23. When was the North Western Boundary question settled? What degree of latitude was fixed as the boundary?

24. When was Texas annexed to the United States, and what difficulty grew out of its annexation?

25. What battles were gained by Generals Taylor and Scott in the Mexican war?

In writing, no specific copies were given, but the facility, progress and qualifications of the candidates in this department were judged of by their written answers to the foregoing questions. In spelling, no written exercise was prepared, but as has been the custom in previous examinations, a few words were orally propounded to each pupil—his answers noted as correct or incorrect, and his qualifications in this department determined by these answers, and by the correctness of his spelling in the answers to the foregoing

written questions in the four departments of Arithmetic, Grammar, Geography and History. In Reading, each candidate was required to read a brief passage from the reading book of the first class in the Grammar School, passages of about equal length and difficulty were selected.

The examination is commonly, and was, for the present year, conducted as follows. At 8 o'clock on the appointed morning, the candidates presented themselves at the upper room of the English High School House, to Mr. Sherwin, who, sitting at his desk, received their certificates and wrote down their names, residence, the school from which they came, and the names of their parents or guardians, &c. When this was done, each candidate drew, from a hat or from the hand of one of the masters, a number, by which he was known and designated throughout the examination. The candidates were then divided by the number of Instructors, and each Instructor took one division into his room, and conducted the examination of that division in all the studies in conformity with the plan already described. A set of the questions, in Arithmetic for example, was placed before each boy; he was told to write his number on the top of the sheet—and then to write out his answers to the questions. After this, the questions in Grammar, Geography and History were successively placed before him, and the same course pursued. He was then asked a few questions in Oral Arithmetic, in Spelling, and was required to read a short passage; in these branches he was marked according to his number, by a scale of ten, as the maximum. After this, the matter becomes simply an arithmetical process. The masters take all the sets of questions and answers marked a particular number, 10 for instance, and examine them, see how many of the questions have been answered correctly, how many incorrectly. That the candidate may have a fair

chance to exhibit what he knows, it is necessary, in an examination of this kind, to propound more questions than you expect to have correctly answered, and then adopt a certain ratio of correctness as the standard for admission. The ratio adopted at the examination under consideration was seventy-five per cent. correct. If Number 10 has answered correctly three-fourths of his questions in each branch of study, he is admitted ; if he has fallen below this proportion, he is rejected. It is not known who Number 10 is, until this question is decided. In coming to a result, therefore, in any case, there is no room for injustice, partiality or favoritism of any kind.

The only points, therefore, which the recent examination of the English High School, or any other examination, conducted upon similar principles, can raise, are these, viz. : “ Were the questions propounded to the candidates just and fair questions, neither too easy, too difficult nor too numerous ? And was a reasonably sufficient length of time allowed them to prepare their answers ? With regard to the first point, your Committee can only say that they exercised their best judgment in conjunction with the Instructors of the School. The questions were thought to be just and fair, such as boys leaving the Grammar Schools and seeking admission to the English High School ought to be able to answer. In this opinion they have been confirmed by the judgment of able and experienced teachers of private schools, to whose inspection the questions have been submitted since the examination. One of these teachers writes—“ The questions are excellent, very suitable and well selected ; but I think somewhat too numerous, particularly those in Arithmetic.” Your Committee do not think they were too numerous, even in Arithmetic, if the object of the examination is to ascertain how far the candidate understands the *princi-*

ples of Arithmetic. If he is familiar with these principles, has them clearly fixed in his mind, he can pass rapidly and easily through the greater part of the questions proposed. If he is *not* familiar with these principles, he will of course find the questions too numerous and too difficult. But your Committee will not discuss this point. The questions are now before the Board, and the members can judge for themselves. With regard to the time allowed, your Committee have only to remark, that no definite limit was assigned to each department. The candidates were told, in general, that they would have all the time that could be reasonably required. They were expressly urged not to hurry, to be calm, to do their work leisurely and carefully. The time actually taken varied with the different candidates, from one hour to an hour and three quarters, on each set of questions.

Having thus described the manner in which the examination was conducted, the Committee present the following statistics in relation to it:

Number of candidates at the first examination.

From Grammar Schools, - - - - -	90
“ Latin School, - - - - -	4
“ Private Schools, - - - - -	19
<hr/>	
Total, - - - - -	113
Of those received there were	
From Grammar Schools, - - - - -	48
“ Latin School, - - - - -	4
“ Private Schools, - - - - -	9
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Total received, - - - - -	61
Of those rejected there were	
From Grammar Schools, - - - - -	42
“ Latin School, - - - - -	0
“ Private Schools - - - - -	10
<hr/>	
Total rejected, - - - - -	52



Of those presented at the second examination,						
There were old candidates from Grammar Schools,	-	-	-	-	-	29
“ “ “ Private Schools,	-	-	-	-	-	8
New candidates from Grammar Schools,	-	-	-	-	-	1
“ “ “ Private Schools,	-	-	-	-	-	2
						<hr/>
Total at second examination	-	-	-	-	-	40
Of those admitted at second examination						
There were old candidates from Grammar Schools,	-	-	-	-	-	20
“ “ “ “ Private Schools	-	-	-	-	-	8
New candidates from Grammar Schools,	-	-	-	-	-	1
“ “ “ Private Schools,	-	-	-	-	-	1
						<hr/>
Total admitted at second examination,	-	-	-	-	-	30
Of those rejected at second examination						
There were old candidates from Grammar Schools,	-	-	-	-	-	9
“ “ “ “ Private Schools,	-	-	-	-	-	0
New candidates from Grammar Schools,	-	-	-	-	-	0
“ “ “ Private Schools,	-	-	-	-	-	1
						<hr/>
Total rejected at second examination,	-	-	-	-	-	10
Of those present at the first examination, but not admitted, there were inadmissible in one study only,						
From Grammar Schools,	-	-	-	-	-	14
“ Private Schools,	-	-	-	-	-	3
Inadmissible in two studies						
From Grammar Schools,	-	-	-	-	-	19
“ Private “	-	-	-	-	-	4
Inadmissible in three studies						
From Grammar Schools,	-	-	-	-	-	8
“ Private “	-	-	-	-	-	3
Inadmissible in four studies,						
From Grammar Schools,	-	-	-	-	-	1
“ Private “	-	-	-	-	-	0
						<hr/>
Total inadmissible,	-	-	-	-	-	52
Of the 61 admitted at the first examination there						
subsequently joined the school,	-	-	-	-	-	59

Of the 30 admitted at the second examination there joined the school,	-	-	-	-	-	-	-	30
Total,	-	-	-	-	-	-	-	89
Of the pupils now belonging to the English High School, Mr. Anderson has 44, Mr. Cumston 45, Mr. Williams 28, Mr. Robinson 28, and Mr. Sherwin 38,								
Total,	-	-						183

It will be seen from the foregoing table, that, as is usual in similar institutions, there were two trials, and that, if the result of the first trial had been stated in the way in which the result of examinations for admission to College is commonly stated,—the public would have been spared much of the unnecessary indignation and unfounded reproach of the condition of the Boston Schools, which have been exhibited in various communications and editorial articles in the newspapers. In stating the result of an examination for admission to Harvard College, for instance, it is common to include as among the number admitted, all those who are found deficient in one or more branches, and who are received on condition of their passing a satisfactory examination in these branches, at the close of the vacation. Applying this principle to the first examination of the English High School,—and regarding those who were deficient in two studies only, as received on condition—the result might have been fairly stated in the papers as follows:—“At the recent examination for admission to the English High School, 113 candidates offered themselves; of these, 101 were admitted.” This would have been, as the result shows, a more correct statement than the one made—that about one half of the candidates were rejected. They were not rejected. Fifty-two were conditioned on one or more studies, and of these thirty-seven offered themselves for a second ex-

amination, and on that examination twenty-eight of them were admitted. The whole number offering themselves at both examinations was 116, but of those who were conditioned at the first examination, fifteen did not present themselves at the second. So that, the whole number of those who embraced every opportunity for admission to the School, was but 101, and of these, 91 were admitted. The result, thus stated, does not in itself make out a strong case against the Schools from which the candidates came.

Intimations had privately reached the Committee, that mistakes had, in some instances, been made in looking over the examination papers, and making up the result. At the suggestion of the Committee, these papers have all been carefully and thoroughly re-examined. The result of this re-examination shows that no important mistakes in calculation were committed, none that would have affected the result in any case. The Committee present the following table, prepared by Mr. Sherwin, exhibiting the number of correct answers made by each candidate in each department of study.

No.	Aithmetic. Written.	Aithmetic. Oral.	Grammar.	Geography.	History.	Reading.	Spelling.	Writing.	Maximum.
	(40)	(10)	(116)	(50), (60)	(60)	(10)	(10)	(10)	
1	25	10	88	43	51	6	9	5	ad.
2	29	9	95	32	41	9	9	6	ad.
3	37	10	88	41	31	7	6	6	ad.
4	34	9	93	45	56	7	7	7	ad.
5	30	10	74, 81	38	23	8	8	6	ad. 2d examination.
6	32	10	81	29, 38	16, 24	7	8	6	ad. 2d ex.
7	26, 33	10	87	28, 36	27	7	9	5	ad. 2d ex.
8	29	10	102	38	54	8	7	5	ad.
9	28, 36	9	94	28, 57	22	8	9	7	ad. 2d ex.
10	11	0	62	27	18	6	7	6	
11	34	9	59, 58	35	28	7	5	5	
12	.	.	.	.	34	.	.	.	ad. fr. Lat. School.
13	26	9	102	31	46	8	8	7	ad.
14	17, 28	10	90	42	37	8	10	7	ad. 2d ex.
15	31	10	95	41	57	8	10	6	ad.
16	27	9	77, 58	26, 48	21	7	8	5	ad. 2d ex.
17	29	9	67, 46	30, 48	21	6	8	6	
18	31	10	85	29	30	8	10	6	ad.
19	35	10	78	34	25	8	8	7	ad.
20	32	10	90	38	38	5	6	6	ad.
21	27	10	91	36	53	8	7	8	ad.
22	27	10	56	32	46	9	7	6	
23	35	8	96	40	53	9	10	9	ad.
24	14	5	67	24	30	9	5	5	
25	.	.	.	.	43	.	.	.	ad. fr. Lat. School.
26	30	10	70, 81	38	44	7	5	5	ad. 2d ex.
27	.	.	.	.	45	.	.	.	ad. fr. Lat. School.
28	21, 30	8	87	35	22	8	9	6	ad. 2d ex.
29	30	10	96	33	40	8	10	8	ad.
30	34	10	97	37	48	7	9	7	ad.
31	35	10	88	37	45	7	8	6	ad.
32	29	10	99	31	32	10	10	6	ad.
33	30	10	80	38	33	6	8	6	ad.
34	31	10	75, 81	28	27	7	10	5	ad. 2d ex.
35	31	10	70, 81	33	37	6	6	4	ad. 2d ex.
36	36	10	83	33	34	5	10	5	ad.
37	33	10	82	25	21	6	10	5	ad.
38	38	10	88	40	39	8	10	4	ad.
39	28	10	70, 70	25, 36	29	7	8	6	ad. 2d ex.
40	32	10	64, 70	23, 40	16, 24	6	10	5	ad. 2d ex.
41	33	6	62, 35	22, 29	26	5	5	5	
42	35	10	100	38	36	8	10	7	ad.
43	26	5	65	34	46	6	7	5	
44	34	10	97	39	34	8	10	6	ad.
45	35	10	87	40	42	8	10	4	ad.
46	33	10	95	34	38	9	9	8	ad.
47	35	10	87	35	41	6	7	5	ad.
48	30	10	88	33	50	8	8	3	ad.
49	26	8	45	27	29	5	4	4	
50	18, 28	6	50, 52	39	43	6	3	5	
51	.	.	48	16	13	.	0	7	Went home sick.
52	9	5	38	7	0	5	7	5	

No.	Arithmetic. Written. (40)	Arithmetic. Oral. (10)	Grammar. (116)	Geography. (50), (60)	History. (60)	Reading. (10)	Spelling. (10)	Writing. (10)	Maximum.
53	11, 24	10	68, 29	34	36	6	4	4	
54	18, 28	7	82	24, 43	26	5	8	8	ad. 2d ex.
55	34	10	95	43	47	6	10	7	ad.
56	17, 29	10	85	36	27	8	7	5	ad. 2d ex.
57	22, 34	0	80	24 38	26, 30	8	8	5	ad. 2d ex.
58	22, 32	2	77, 46	33	31	7	4	3	
59	27	2	71	34	34	8	10	4	
60	32	10	84	37	49	8	10	4	ad.
61	13	2	65	33	24	5	5	5	
62	21, 37	10	68, 58	32	35	8	6	4	ad. 2d ex.
63	22	10	52	27	25	7	9	5	
64	28, 37	0	57, 70	18, 45	21	7	4	4	ad. 2d ex.
65	13, 24	1	70, 58	35	33	7	5	6	
66	17	3	62	30	28	8	8	8	
67	31	5	85	30	34	7	5	6	ad.
68	24	10	94	33	47	8	4	5	ad.
69	18, 33	5	78	33	37	9	10	5	ad. 2d ex.
70	27	6	84	27	27	7	6	4	
71	15	2	74	14	16	7	8	4	
72	16, 31	4	65, 58	28, 49	39	8	8	4	ad. 2d ex.
73	33	7	71, 70	38	29	6	7	5	ad. 2d ex.
74	30	6	66, 58	36	43	9	10	6	ad. 2d ex.
75	28	9	94	27, 47	22	8	6	4	ad. 2d ex.
76	26	3	66, 81	33	26	7	10	5	ad. 2d ex.
77	12, 28	9	65, 52	26, 44	31	6	3	4	
78	32	10	96	32	41	9	8	4	ad.
79	32	6	97	35	36	8	7	5	ad.
80	29	10	52, 70	31	39	8	6	3	ad. 2d ex.
81	22	7	67	32	43	8	9	3	
82	29	6	93	33	39	9	10	8	ad.
83	39	-	68	31	29	9	8	8	
84	35	7	108	31	56	9	10	7	ad.
85	28	7	91	25, 36	38	7	5	6	ad. 2d ex.
86	38	6	96	28	26	7	8	5	ad.
87	35	9	99	38	40	9	9	7	ad.
88	31	9	92	34	42	8	8	7	ad.
89	32	9	95	36	34	10	8	8	ad.
90	28	9	93	35	34	10	8	7	ad.
91	36	7	106	40	51	10	10	9	ad.
92	37	-	95	38	44	8	10	7	ad.
93	26	7	89	38	30	9	10	8	ad.
94	30	8	100	34	32	9	9	6	ad.
95	33	8	112	40	36	7	7	7	ad.
96	30	7	89	40	34	9	10	8	ad.
97	30	9	92	35	25	7	9	9	ad.
98	36	9	91	42	35	8	10	9	ad.
99	31	5	68, 35	32, 46	26	-	5	5	
100	37	9	101	38	56	7	10	7	ad.
101	30	8	95	25, 43	30	7	10	5	ad. 2d ex.
102	33	9	95	23, 37	26	8	9	9	ad. 2d ex.
103	28	5	102	40	39	8	10	5	ad.
104	38	6	100	37	42	9	8	6	ad.

No.	Arithmetic. Written. (40)	Arithmetic. Oral. (10)	Grammar. (116)	Geography. (50), (60)	History. (60)	Reading. (10)	Spelling. (10)	Writing. (10)	Maximum.
105	30	6	96	32	35	8	9	6	ad.
106	34	6	97	39	42	8	7	6	ad.
107	36	9	106	34	42	8	9	9	ad.
108	25, 34	6	92	27, 53	27	8	8	7	ad. 2d ex.
109	26	7	87	36	31	7	8	7	ad.
110	34	9	105	37	39	8	10	7	ad.
111	33	10	99	37	14	7	9	7	ad.
112	25	7	97	37	37	9	7	6	ad.
113	30	-	35	17	5	-	7	5	} ad. ex. after vacation.
114	31	4	70	46	30	8	9	7	
115	25	7	93	43	36	9	8	5	
116	-	-	-	-	41	-	-	-	ad. fr. Lat. School.

*Per cent. of correct Answers.*

Of those admitted,	in Arithmetic,	0.80	Of those rejected,	0.60	
“	“	in Grammar,	0.76	“	0.47
“	“	in Geography,	0.69+	“	0.58—
“	“	in History,	0.61—	“	0.46—
Aggregate per cent.		=	0.715	“	0.527

NOTE. The figures on the right hand of any column, are the estimates at the second examination; and those candidates against whose numbers *ad* is not written, were not admitted. Blanks in any column indicate that the pupil was not examined in that department.

Accompanying this table, your Committee received the following communications from each of the Instructors.

BOSTON, SEPT. 27, 1852.

REV. DR. LOTHROP,

DEAR SIR:—The answers of the candidates in Arithmetic have been re-examined with the aid of some members of my first class. Some few instances have been found in which the work was right, but a mistake was made in setting down the answers. But the changes which I have seen cause to make, would not materially affect the result. In all cases the inclination has been in favor of the boy. For example,

fractions not reduced have been called correct, and the omission of the decimal point has not been marked as an error; but the wrong position of it has been so marked. In some instances the work could not be traced.

Very truly and respectfully,

Your ob'dt serv't,

THOMAS SHERWIN.

ENGLISH HIGH SCHOOL, SEPT. 25, 1892.

*In Grammar.*

The average attainment of the 87 boys recently admitted, on examination, is 76 per cent., and of the 25 rejected, 47 per cent.

By this it must not be understood that 76 and 47 per cent. of the answers to all the questions were *correct*, since credits were given, in each case, *in proportion to the approximation to accuracy attained*.

The per cent. of perfectly correct answers is probably less than 30.

For one example,—

To the question, "How is a passive verb formed?"

28 per cent. of the answers were nearly or quite correct.

72 per cent. were entirely erroneous, or quite imperfect.

To show that a higher grade of scholarship, in this department, is attainable, I adduce the fact that the average, for five of the boys admitted, is very nearly 93 per cent. and that the result, for one, is 96 1-2 per cent.

Yours respectfully,

LUTHER ROBINSON.

*To Mr. Sherwin, Principal }  
of the English High School. }*

GEOGRAPHY.

The questions proposed in this study were selected, not alone to ascertain if the candidates were qualified for admission, but, at the same time, to gain some insight into the thoroughness of their preparation and their general knowl-

edge. For this reason No's. 13, 24, 25, 29 and 30 were inserted. While I have not considered a failure upon all of these an evidence of unfitness, correct answers have seemed to me, to indicate, either reflection and capacity on the part of the boy, or liberal and enlightened teaching on the part of his instructor, or both.

Many answers have been found imperfect or entirely erroneous; and yet, even in the latter case, indicative of some knowledge, (and in some cases, it is probable, of entire knowledge) on the part of the candidate. In all such instances I have marked the answers, half an error.

For example,—

*6th Question :*

“What do you mean by the latitude of a place?”

*Ans.* “The distance from any given meridian either East or West.”

*5th Question :*

“What do you mean by the longitude of a place?”

*Ans.* “The distance from the Equator, either N. or S.” Here both answers are entirely incorrect; and yet from the correctness of the definitions, if inverted, I presume the boy knows what both latitude and longitude are.

*8th Question :*

“What is the use of latitude and longitude?”

*Ans.* “To ascertain, when on the ocean, the distance from land.” This is incomplete, but the boy *probably* could give other uses, and the true use of both combined.

*36th Question :*

“Where is Genoa?”

*Ans.* “In Genoa, on the gulf of Genoa.” He does not comply with the note at the head of his questions, requiring him to tell in what *part* of Genoa.

*40th Question :*

“Where is the Ganges, and into what does it flow?”

*Ans.* “In the west part of Hindostan and flows into the bay of Bengal.”

He may have known that it is in the east part, or he



may have supposed the Bay of Bengal to be west of Hindostan. Who can tell?

*34th Question :*

“Where is Havre?”

*Answered by several.* “In the north east part of France, on the English Channel.”

It has been stated in one of the Boston papers, that in an instance, the answer to the 30th question ;—“Between what states does ‘Mason and Dixon’s line’ run?”, was : “It is a line of expresses.” No such answer, nor any like it, was given ; and this paper did not give the question rightly, but made it, “What is Mason and Dixon’s line?”

One fact, however, appears in most striking light in the answers, and that is the want of correctness in the spelling. It seems to me, as I have once before had occasion to remark, that the neglect of this branch is entirely unnecessary, and a sad oversight, for which thoroughness in other branches is but a poor compensation ; and a smattering in them, no compensation at all.

All which is respectfully submitted.

F. S. WILLIAMS.

Average per cent. of correct answers by boys admitted, 69 +  
 “ “ “ “ “ “ “ rejected, 58—

## HISTORY.

I have carefully reviewed the historical manuscripts, and no reason is seen for making any change in the estimates as at first presented. If any errors were made, they were in favor of the applicant. In many cases where only a partial knowledge of the subject was shown, the answers were counted as correct. As examples, we may cite the following answers to the 21st question ;—“a person chosen by the people to elect a president,” “a person elected to vote for the Emperor of Germany ;”—and this answer, (which was very generally given,) to the 17th ;—“a law that protects American manufactures.”

The Map sketching, in answer to the 11th question, may be regarded as almost an entire failure.

47 boys do not attempt to answer it.

33 " make complete failures.

20 " sketch very ordinary maps.

12 " " fair maps, but generally without latitude or longitude.

Whole per cent. of correct or partially correct answers obtained by those admitted is	-	-	-	-	61—
Not admitted is	-	-	-	-	46—

C. M. CUMSTON.

The Sub-Committee have now presented all the important facts connected with the recent examination of candidates for admission to the English High School. In view of these facts they entertain the confident expectation that this Board will approve of said examination, as well and faithfully conducted, in conformity with the spirit and letter of the regulations upon this point, and in harmony with the rank which the High School ought to hold in our system of Public Instruction.

The Sub-Committee acknowledge that they have felt it to be their duty to aim to raise the standard of the English High School, and sustain it at the highest point of excellence that could be reached. They have regarded a strict and thorough examination for admission as necessary to effect this object; and by the strictness and thoroughness of the annual examinations for admission, they have desired to make it understood that a boy was not, as a matter of course, to be received to the High School merely because he had passed through one of the Grammar Schools, but that those only could be received, who had faithfully and diligently improved their opportunities at those Schools, and who came thoroughly instructed in the studies there pursued.

It is obvious that such a course, while it tends to elevate and improve the High School, by admitting none but such as are prepared to go forward with the studies prescribed for that School, will also have a beneficial reflex influence upon the Grammar Schools, begetting in the masters a more careful and thorough instruction in the elementary branches taught in those Schools, and in the pupils a more diligent and faithful improvement of that instruction.

As an index of the condition of the Grammar Schools, your Committee do not regard the recent examination at the High School as particularly unfavorable, or as authorizing the opinion that the instruction in those Schools is essentially defective. The ratio of rejections at the High School this year, was not greater than usual—and not so great among the candidates coming from the Grammar Schools, as among those from private schools. That there should be in our public Schools some boys not remarkably bright, and some also remarkably indolent and inattentive, whom the most assiduous efforts of the masters cannot convert into good scholars, is to be expected; and that, every year, some such should offer themselves for admission to the High School and fail to be received, is also to be expected. It ought not to excite surprise, or arouse indignation, or beget from various quarters newspaper articles filled with reproaches against the Grammar Schools, as injudicious as they are unfounded. Undoubtedly there is room for improvement in the Grammar Schools, as there would be in the best Schools ever devised and conducted by human wisdom and talent. It is to be hoped, also, that more attention will be paid in these Schools, to thorough instruction in the elementary branches which they are designed to teach. But in view of the high

standard rightly assumed for admission to the English High School, your Committee cannot but regard the fact, that so large a number of the candidates coming from the Grammar Schools came up to that standard, and were received, as satisfactory evidence that these Schools are in general well instructed, by capable and faithful masters, who deserve not reproach and censure, but continued confidence and approbation.

Respectfully submitted.

S. K. LOTHIROP,  
HUBBARD WINSLOW,  
GEORGE M. RANDALL,  
FREDERIC U. TRACY,  
SAMUEL W. BATES.









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